

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, problem identification, limitation of the problem, problem statement, objectives of the study, and the benefits of the study.

A. Background of Study

In Indonesia, the English language has been taught in almost all the college, senior high school or vocational high school, junior high school, elementary school, even been in the kindergarten. So, it means English as a foreign language is very essential language in all level education. In English, there are four skills that you should be mastered. They are listening, speaking, reading, and writing. One of the important skills is reading. Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that reading is one of the important skills to students' English skill to get the academic achievement.

Reading means of language acquisition, communication, and sharing information and ideas because it is a receptive skill through it we get the information of the text and get the meaning from them. Many functions in reading activity, such as the students must discovery main idea of the text, contract the meaning of vocabulary on the text, examine specific information, remark the purpose of the text and show reference and create inference. From all the reading activity above, comprehension is important for a student because they must be able to understand the text in advance to obtain the purpose, information or meaning from the text.

Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoriyah, 2010:1). So, the researcher concludes that reading cannot be separated with comprehension. Comprehension understands when the readers read a text; they need to comprehend what the researcher tells about. Comprehension here is the ability to hold meaning from the researcher's idea in a text.

In fact, the students in senior high school have to mastered reading comprehension, because reading is one of the primary language skills in English and thoroughly connected to other skills. That is the reason the researcher selects the reading comprehension as the object of the research.

Furthermore, there are many factors that influence students to get their success in reading activity. The effects of language elements are vocabulary knowledge, knowledge of grammar, and another part of language which is basic to the success of reading. In addition, the success in reading can be sustained from several factors within the individual. These factors can be broadly categorized as internal and external factors; both include linguistic factors or nonlinguistic factors. It is their complex interaction that defines the speed and facility with which the new language is learned. Brown (2001:99) says that internal and external factors can affect the students grasp the successful in language learning. The external factor can become from teachers, learning material, classroom condition, and all of social-cultural factors, while internal factor includes of all

personality factors within an individual like self-appreciate, inhibition, risk-taking, motivation, anxiety, experience, and students' reading habit.

Reading habits are well planned and discussed to understand the academic subject and pass the exam. Reading habits determine student academic achievement for the most part. Greene (2001) says that reading habit can be developed by readers if they are often read a book for any reason that they have. When they get used to read and search a book to read, reading can become their habit. Reading habit can be reached by someone in younger age. If in young age, they formed reading habits it will last long in their life. In other words, reading habit will help the student finding and gaining a meaningful knowledge and good academic performance in the school.

Another factor that influenced on reading comprehension is reading attitude. The theories of attitude are a concern that is of the considered in educational backgrounds. According to McKenna, Kear & Elisworth (1995) the theories of attitudes are completed of three components which are emotional, cognitive, and behavioral. The first one is the emotional that is through of emotional reactions toward attitude. The second one is cognitive components that are through ideas and believe that the individual has about the attitude object. The third one is a behavioral component that involves behaviors towards an attitude. Attitudes are underlining deeply in studies of reading. Reading attitude is a significant factor that belongings students' reading comprehension and reading achievement, and concludes whether they will become independent readers or not (Logan & Johnston,2009).

Additionally, another thing which can influence students' success in mastering reading comprehension is vocabulary mastery. Fauziati,2010:133 says

that vocabulary is crucial even in earliest points of the acquisition. It means that mastering vocabulary is the simple knowledge in learning English. So, the students can catch some information in the text simply. It can be said that by mastering vocabulary the students are estimated to be able to translate from the source language into the target language and also they are easier to understand the meaning content of an English text. It can be concluding that the students have to learning more new vocabularies through reading English text then conferring the meaning of word, so their vocabulary and comprehension skill of reading are well.

Especially, in senior high school, reading lesson cannot avoid their English study. Reading is sure identical with varieties the text types of English text. Fauziati, (2009:208) argues that genre based as a major trend in English language teaching in this era. Reading is always related to the genre so the students in senior high school should be able to understand the genre or the types of the text to contract the great scores in learning English language. In the fact, reading comprehension skill has the largest percentage in National Examination in Indonesia Education. Based on the above explanation it can be concluded that the students who have a good habit of reading and have knowledge attitude, particularly on reading comprehension and also the students who have good mastering vocabulary, they will feel enthusiast and preference when teaching and learning process, then they easier to deal the best outcome in reading comprehension achievement.

From the background above the researcher interested to conducting this research entitled, "The Contribution of Students' Reading Habit, Reading

Attitude, and Students' Vocabulary Mastery towards Reading Comprehension of second grade at SMA IT Nur Hidayah Kartausra.”

B. Problem Identification

Based on the background of the study, there are several problems identified as the factors influenced students' reading comprehension as follows:

1. The low interest of eleven grade students in learning, so it can make the reading comprehension to be achieved has not increased.
2. Reading habit has any influences to the students reach good achievement of reading comprehension
3. Lack of awareness for reading book in library
4. Reading attitude by eleven grade students still lower because they still afraid to make an error
5. Vocabulary mastery is play important role for the students to get the successful in language learning
6. The limitation of books in learning process at classroom it is only LKS and books package.
7. Reading habit on English text, reading attitude and vocabulary mastery can be a consideration to determine how the students achieve their learning achievement.
8. Reading comprehension is one of difficult matter in English subject.

C. Limitation of Study

In this research, the researcher limits the problem to make the research easier. This research is only focused on the contribution of the students' reading habit,

reading attitude and students' vocabulary mastery toward reading comprehension of SMA IT Nur Hidayah Kartasura.

In this research, the researcher cannot take all of the students in SMA IT Nur Hidayah Kartasura because we have limited time to do research. Besides, it is impossible to take all the population in that school because those are not researchers' class so we feel reluctant to do research to all of the students there. Finally, the researcher decides will to take two class.

1. The students' reading habit in this research discusses to the second semester students' reading habit in English text (type of the text) in English learning to reach students' English reading comprehension in the class
2. The students' reading attitude in this research are the second semester students' reading attitude (internal or intrinsic) in English learning to achieve students' English reading comprehension in the class.
3. The students' vocabulary mastery in this research are the second semester students' vocabulary awareness in learning English to achieve students English reading comprehension in the class.

The reading comprehension is important to measure the students' quality in reading activity. There are many factors that influence students to get their success in reading activity. The effect of language elements is vocabulary knowledge which is basic to success of reading. Thus, reading habit encourages the students' reading attitude to determine students' academic achievement. Therefore, this research focuses on the contribution of the students' reading habit, students' reading attitude, and students' vocabulary mastery toward reading in SMA IT Nur Hidayah Surakarta in the academic year 2018/2019.

D. Statement of Problem

After limits the study, there are several problems in this research. The Problems are:

1. Are there any positive and significant contributions of reading habit, students' reading attitude and students' vocabulary mastery towards reading comprehension?
2. Is there a positive and significant contribution of reading habit towards students' reading comprehension?
3. Is there a positive and significant contribution of reading attitude towards students' reading comprehension?
4. Is there a positive and significant contribution of vocabulary mastery contribute towards students' reading comprehension?

E. Objective of Study

From the construction of the problem statement above, the objectives of this research are:

1. To investigate whether or not there are positive and significant contributions of students' reading habit, students' reading attitude and students' vocabulary mastery toward students' reading comprehension.
2. To investigate whether or not there is positive and significant contribution of students' reading habit toward students' reading comprehension.
3. To investigate whether or not there is positive and significant contribution of students' reading attitude toward students' reading comprehension.
4. To investigate whether or not there is positive and significant contribution of students' vocabulary mastery toward students' reading comprehension.

F. Benefit of Study

The benefit of the research expected to have benefit both theoretically and practically.

1. Theoretically

The researcher expects that this study can offer the contribution for education field and also can offer evidence about positive correlation between students' reading habit, students' reading attitude, students' vocabulary mastery and reading comprehension. This evidence informed about a positive effect in teaching learning process.

2. Practically

a. To English Teacher

This study can be an effort for English teachers to habit their students to always reading to develop more knowledge in reading English text by having a good attitude in reading comprehension and vocabulary mastery.

b. To the Principal

The contribution of this study can contribute useful thought and can be used as source of information related to the contribution of students' reading habit, students' reading attitude, and students' vocabulary mastery towards reading comprehension.

c. To the Future Researcher

This study can be applied as one of references and supplementary knowledge in further similar-research about the factors which effect reading comprehension.